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ABSTRACT

A project was conducted in Philadelphia to help adult students obtain a high school diploma as an alternative to or enhancement of a General Educational Development (GED) certificate. During fiscal year 1996-97 the Metropolitan Career Center (MCC), in collaboration with the School District of Philadelphia, designed an Alternative Diploma Program with three components: life skills, computer literacy, and academic competencies. The program was modeled after the Cumberland Valley School District's program with its academic core and categories of life skills. The Philadelphia model, however, contained at least 20 hours of hands-on computer instruction and was developed through a collaboration between a nonprofit provider of adult literacy services and a school district. MCC ran advertisement and developed intake processes that target and identified approximately 60 students. The product developed was a solid curriculum that can serve as a foundation for implementation. In addition, the impact on staff was positive, with staff receiving positive feedback from their collaborators and from the students who became involved in the intake process. (KC)

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ED 419 113

Philadelphia Alternative Diploma Project

1996-1997
Project #98-7009

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98-7009

Abstract Page **Project Number 098-7009**

Grant Recipient: Metropolitan Career Center
162 West Chelten Avenue 2nd Floor
Philadelphia, PA 19144
215-843-6615

Program Name: LINK Program

Grant Allocation: $10,000.00

Project Period: July 1996-June 1997

Project Director: Rhonda J. McClenton

Project Purpose: Metropolitan Career Center, in collaboration with The School District of Philadelphia, sought 353 funding to develop an Alternative Diploma Program for fiscal year 1996-1997. The Philadelphia Alternative Diploma Project was designed for adults seeking alternative to, or an enhancement of, the General Educational Development (GED) Program. Given Philadelphia's numbers, the need was very apparent.

In Philadelphia, 415,000, or 34%, of the adults lack diplomas or GEDs according to the 1990 U. S. Census. Each year about 1,600 of them choose to go to Standard Evening School, a diploma program offered by The School District of Philadelphia. However, it is based in Carnegie Units, is offered only two nights a week and is closed to adults between the ages of 22 and 26. The Standard Evening School Program does not have the flexibility of the proposed program. Standard Evening School ~~does~~ does not have the life skills emphasis or the computer literacy component that the proposed program ~~will have~~. Also, adults who have a GED but still need a high school diploma have an opportunity to earn one. Increasingly, employers and post-secondary educational institutions consider a diploma to be of greater value than a GED, and many adults have developed competencies not reflected in GED scores.

The initial goal was to develop and implement a program that would actually have a pilot group that would run the second half of the fiscal year, although the grant only required that a program be planned. Of the 25 highly motivated students selected to participate, 20 students would be eligible for School District diplomas.

Project Outcomes: During fiscal year 1996-1997, MCC designed an Alternative Diploma Program with three components: life skills, computer literacy, and academic competencies. Philadelphia's program was modeled after the Cumberland Valley School District's with its academic core and categories of life skills. The key differences between the two programs was that the Philadelphia model contained at least 20 hours of hands-on computer instruction and was developed through a collaboration between a non-profit provider of adult literacy services and a school district.

As already mentioned, an Alternative Diploma curriculum was designed with the above components. Additionally, the curriculum was reviewed and approved by The School District of Philadelphia. Because it was our initial intent to attempt to run a pilot group, advertisements and press releases were run. A fact sheet was created to be utilized in an intake process, and intake took place for several months to attract interested students. From the intake process and past MCC graduates, MCC was able to gather a list of approximately 60 students who were eligible for the program.

Impact: Since the actual goal was to plan a curriculum, impact can only be spoken about in relationship to the staff that spent time planning, to the agencies where collaborative relationships were established, and to the students who became involved in the intake process.

The impact on staff was somewhat synergistic, and the process of planning became a staff development task. Rather than just commenting on competencies which highlighted staff's individual areas of expertise, staff sought to offer feedback in every subject area. As Cumberland Valley's competencies were reviewed by staff, a lot of time and thought went into considering if certain of the competencies were "demographically germane" to a large urban area as opposed to the smaller rural one that our model would be based on. The staff was very concerned that students be involved in a meaningful and life enriching process instead of a somewhat mechanical fulfilling of tasks.

As staff began to collaborate with the staff at Cumberland Valley and at The School District of Philadelphia, there was a growing excitement and enthusiasm from meeting with other professionals who were involved in similar work. There was a sense of pride when partners outside of MCC were able to recognize the skills and talents of MCC staff and the effective work which had already taken place. Coupled with that was a keen sense of mutual respect for the work being done by the other partners. The students who were invited to hear about the program were ecstatic. So many of them who had received their GEDs were fascinated at the prospect of actually getting a diploma from the School District. It was a reality that many had only dreamed about. In every intake, the counselors were flooded with questions about eligibility and startup. It gave those who were in the process of working towards a GED something to look forward to.

In talking to other providers of literacy services and employers, the notion of students and employees being able to qualify for a diploma was seen as a definite asset and a compelling route to pursue.

Product or Training Developed: The product which was developed was a solid curriculum which would serve as a foundation for others seeking to implement such a program. Adaptations may take place based on the setup of a particular organization, but the curriculum certainly provides a viable model.

Products Available From: The product should be available through PA Department of Education and perhaps The School District of Philadelphia.

Project Continuation and/or Future Implications: It is MCC's goal to implement this program in the near future. Given the variety of programs at MCC and the apparent need across the city, it would certainly be advantageous to have this model in full operation.

Conclusions/Recommendations: Planning this curriculum has been a rich experience for the MCC staff that was involved. The relationship formed with Sam Gruber and the Cumberland Valley staff was a meaningful one. Sam Gruber served as a tireless and tremendously helpful mentor. Larry Goodwin, at PDE, was extremely helpful in providing technical assistance. It was also a good experience to work with The School District of Philadelphia and their liaison, Larry Aniloff; the fact that we were able to get District approval in the time frame allotted demonstrates their ongoing commitment to enriching the lives of adult students.

Initially MCC attempted to plan and implement during the same year. We discovered that our goal was overly ambitious. We recognized that the planning process really takes a lot of time. Therefore, it is highly recommended for those agencies which seek to set up a similar program to leave time for planning. It is also recommended that a lot of time be given to marketing the program not only to academic organizations but also to businesses as well. Finally, collaborative relationships require work to be developed and work to be maintained, but the benefit from working with groups which embody a similar goal is certainly worth the effort.

METROPOLITAN
CAREER
CENTER

Shaping Skills That Last A Lifetime

August 25, 1997

Ella Morin, Chief
Division of Special Programs and Projects
Bureau of Adult and Literacy Education
Pennsylvania Department of Education
333 Market Street, 12th Floor
Harrisburg, PA 17126-0333

Dear Ms. Morin:

The following will serve as a final report in reference to Priority A.4. Alternative High School Project. This report is framed based on an outline recommended by Larry Goodwin in a letter to me of March 19, 1997.

Item 1: **List of Competencies Developed**

See enclosed list of competencies.

Item 2: **How the Competencies Were Validated**

The competencies developed were validated in two ways. The Metropolitan Career Center (MCC) staff worked closely with Samuel Gruber and the Continuing Education Office of Cumberland Valley School District, Mechanicsburg, PA and reviewed their competencies. The MCC staff met as a team weekly to decide which of their competencies fit Philadelphia's needs and adopted those which did fit as opposed to reinventing the wheel. If a particular competency was better suited to the needs of the Cumberland Valley School District, we did not adopt that particular competency.

Next, the staff at MCC came up with their own set of competencies that were germane to the demographics and needs of Philadelphia and its school system. We then sent that list back to Sam Gruber for review. He gave the list of competencies his enthusiastic approval. He was impressed with the fact that we had come up with over 125 competencies, which exceeded Cumberland Valley's list. This list of competencies was sent to Larry Aniloff, Program Specialist, Office of Education for Employment, The School District of Philadelphia, for his review. Dr. Aniloff sent back a letter from the School District validating the competencies sent.

Item 3/4: **Plan and Date for Implementing the Program**

Initially, MCC's goal was to utilize the plan of implementation talked about in the initial proposal. It not only included developing the competencies but it also included implementation in the **1996-97** fiscal year. However, in January 1997, we indicated in an interim report that we may have been overly ambitious in trying to plan and **implement** a **pilot group** during that planning year. In a conversation

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with Larry Goodwin, he agreed that we could dedicate the full year to planning only.

Although MCC chose not to apply for additional 353 funds for the implementation of this program in the fall of 1997, we are seriously exploring the feasibility of implementing the program in January 1998.

The plan will be as follows:

1. In fall of 1997, many students who lack a high school diploma will be enrolled in the LINK Program, a 12-week literacy program designed to raise literacy levels and place graduates in employment. LINK students who complete the program will be screened to ascertain who has the skill level to participate in the Alternative Diploma Program.

2a. Once skill levels are ascertained, students will be given more in-depth information about the Alternative Diploma Program and interest levels will be determined. Based on preselected criteria, MCC will determine the overall readiness of a particular candidate and invite them to an interview. If the students have the skill, maturity, time, and perseverance to complete the program, they will be asked to participate. (See enclosed fact sheet given to students during our recruitment phase.) Past performance in MCC's other programs will weigh heavily in the decision-making process to accept a student (i.e., attendance, punctuality, attitude, etc.)

2b. If students have not participated in other MCC programs, interest, aptitude, and their interview with staff will weigh heavily in program acceptance.

3. We will also recruit candidates by placing an ad which communicates the value and impact of the program. Before being enrolled in the program, all students will be given a set of "tasks" or assignments to complete. The goal is to find out how skilled they are in their ability to access their communities and get information in a timely fashion.

4. In January 1998, students will attend an orientation session. They will receive the lists of competencies for each particular area, be introduced to the instructors, be given a timetable for getting tasks done and instructor appointment schedules, and find out what criteria are utilized to demonstrate that a particular competency has been completed. From January to March, they will receive instruction in math, writing/reading, and computer literacy if further skill upgrading is necessary. Where appropriate, seminars will be held to address particular subject areas, especially if students are experiencing difficulty. The months of February through early May will also be used for completing competencies and scheduling appointments with the instructors.

   By the middle of May, all assignments will have to be completed, and documentation indicating completed competencies will be sent to the School District for approval. Graduation will take place in June.

Item 5: **Staffing Required to Implement the Proposed Program**

There are eight "areas" covered in the Life Skills Competencies Section. They include the following:

Consumer Economics	Health	Writing Seminar
Community Resources	Occupational Knowledge	Technology Competencies
Government and Law	Global Studies	

Up to four instructors will be available in addition to an administrative coordinator who will be responsible for attendance, record keeping, etc. Some clerical support will also be necessary.

Instructors are needed for:

Consumer Economics/Technology Competencies	-	Math/Computer Teacher
Writing Seminar/Global Studies	-	Writing/Reading Teacher
Occupational Knowledge/Community Resources	-	Life Skills/Job Readiness Case Manager
Government and Law/Health	-	*Any staff

*This is not an area which requires special teaching expertise; however, it does require that a staff person be available to validate that the competencies have been met in this area.

In terms of instructional capacity in the areas of math, reading/writing, the academic component may require nine hours a week of instruction for eight weeks. We suggest the instructional hours for the computer literacy class be up to 20 hours.

Item 6: **Assurance by the School District to Issue a District Diploma**

See attachment.

Item 7: **Report of the Efforts to Recruit Students**

MCC is a school for adult students who desire skill building and training for career advancement. Since the school has six different programs to offer, including a part-time GED program, the agency is always in recruitment. For the Alternative Diploma Program, recruitment was carried out in the following manner. Initially, staff pulled together a list of students who had either received their GED or had missed it by a few points over the past two years. There were about 60 students who were contacted by staff and told about the program. If the students were recently in our GED classes, they had already been told about the program and had expressed an interest.

Next, as a part of the LINK recruitment process, an advertisement was run in a local paper which gave some basic information about the new program and encouraged interested candidates to come to a Tuesday testing to get more information. When students came in for testing, they were told about all of MCC's programs. If they met the skill level requirement for the Alternative Diploma Program, they were given a fact sheet and requested more specific information about the program. If the student

indicated an interest, their names were put on a waiting list and they were told that they would be contacted at a later date for an interview.

Several hundred students called in to be scheduled for testing. Over a six-week period, about 100 students showed up for testing. Approximately 20 students met the skill level requirement. Also, public service announcements were run. The goal for the "pilot group" was 25 students. With the list of past GED students and these new students, there was a potential pool of about 80 students for the 25 slots.

The initial target population included students who met the following criteria: (see attachment)

A. a minimum of a 9th grade level in the areas of math and reading on a standardized test in addition to being a non-high school graduate. Other options include having a GED or an ability to score 225 in practice tests or an official score which fell only a few points below the 225 level.

B. age 22 years or older

C. evidence of maturity and the ability to assume responsibility. This could include having a work history, doing volunteer work, maintaining a household, etc.

D. a flexible schedule which would allow the student to participate

E. motivation to complete the program as evidenced in a personal interview

F. completion of a writing sample

As the program grew and developed, the aim would be to market the program to employers who had employees who were in need of a diploma and could be given the time needed to meet with instructors.

Statistics indicate that 415,000 or 34 percent of all adults in Philadelphia lack diplomas or GEDs, according to the 1990 U.S. Census. Each year about 1,600 of them choose to go to Standard Evening School, a diploma program offered by The School District of Philadelphia. However, because it is based on Carnegie Units, is offered only two nights a week, and is closed to adults between the ages of 22 and 26, the Standard Evening School program does not have the flexibility of the proposed Alternative Diploma Program. It also does not have the life skills emphasis or the computer literacy component. Another advantage of the proposed program is that it will give adults who have a GED but still need a diploma an opportunity to earn one.

A search of the literature available at the AdvancE State Literacy Resource Center shows that there continues to be a growing awareness of the need for alternatives to the GED. Many employers and postsecondary educational institutions consider a diploma to be of greater value than a GED, and many adults have developed competencies that are not reflected in GED scores. Nationally, the External Diploma Program of the American Council on Education has been gaining ground because it is an applied-performance, competency-based assessment program that builds on mature adults' life

experiences as well as their scheduling requirements.

A tentative start date is January 1998. The activity that would take place between September and December has already been discussed in a previous section. The expected enrollment will be 25 students.

Item 8: **Explain in Detail the Progress Made in Meeting the Goals and Objectives of the Approved Project**

There are four specific areas that should be included in the Alternative Diploma Program:

1. **Curriculum Development**: The curriculum was developed by LINK faculty and is based on their experience. LINK has been a full-time, intensive skills enhancement program covering the areas of reading, math, and writing in addition to computer literacy. The LINK team, meeting over a series of months, developed a set of competencies which were validated by The School District of Philadelphia in addition to Sam Gruber of the Cumberland Valley School District.

2. **Outreach**: The process that MCC utilizes for its regular intake had been altered to accommodate the Alternative Diploma Program. As mentioned, outreach is an ongoing process at MCC.

3. **Professional Staff**: The necessary staff for the program are already in place. Their schedules have been altered to accommodate the program.

4. **School District Participation**: The School District of Philadelphia has sent a letter, dated July 1, 1997, affirming their support and willingness to grant a School District diploma.

Evaluation:

The following report will serve as an internal evaluation report.

In evaluating the success of our task, the question that must be asked is, has MCC done what is necessary to begin an Alternative Diploma Program. To facilitate that process, I have chosen to ask a series of questions which have already been alluded to in this report. I am using them again because they capture in a somewhat objective format what the expectations were. Obviously an answer of "yes" would indicate compliance in a particular area.

1. Was a list of competencies developed? **Yes, a list of 125 competencies was developed and validated.**

2. Is there a plan for implementing the proposed program? **Yes. It has been outlined in the final report.**

3. Is there a date for the program's implementation? **Yes.**

4. Is the appropriate staff in place? **Yes.**

5. Is there an assurance that the School District will issue a diploma? **Yes.**

6. Was a plan put in place to recruit students? **Yes.**

Strengths

In collaboration with The School District of Philadelphia, the staff at MCC was able to put together a comprehensive set of competencies that reflected the needs of a large city and school district. The competencies were lauded by the Cumberland Valley School District, who gave MCC technical assistance.

MCC was able to attract a "pool" of potential candidates in a relatively short period of time.

Weaknesses

MCC underestimated the time and effort that would be necessary to "plan" the program and initially over-committed by saying that they would plan and run a pilot group in the same year. In the end, we had to reevaluate our plan and were ultimately not able to test the curriculum with a pilot group.

As a result of various organizational changes, MCC has had to delay the actual implementation date of the program. The downside is that many interested students had to be put on hold. This move also created some frustration for the Cumberland Valley School District which offered their technical assistance and was very enthusiastic about seeing the program started.

Although MCC was able to come up with candidates over a relatively short period of time, there was an over-reliance on former MCC students. In the future, a much larger audience must be attracted by having the active recruitment of companies as part of an overall marketing strategy, and giving more time to recruit.

Sincerely yours,

John H. Rice
Executive Director

JHR:bas

Enclosures

METROPOLITAN CAREER CENTER
EXTERNAL DIPLOMA PROGRAM

MCC LINK welcomes your interest in the External Degree Program. The program was designed to be an alternative to students who had good skills but had not graduated or got their GED. It was also designed for students who had their GED but wanted to "upgrade" and get their High School Diploma.

There are a number of things that the program is not designed to be:

- It is not an easy way to get a diploma
- It is not the alternative if you have low skills and could never pass the GED
- It is not designed to keep adults from working in the context of a school system or Adult Basic Education Programs to qualify for a diploma from Standard Evening School or a GED Program

What is it designed to do?

It is designed to give motivated or working adults with good skills a chance to get their High School Diploma in addition to "learning" about their communities

What must the student do to qualify?

1. They must test at **least** a 9th grade level in reading and math and/or
2. They must have earned a GED or be close enough to getting it where their math and reading levels are at **least** at the 9th grade level
3. They must be have the time available to go into the community and complete a **minimum of 100** Competencies or tasks in the areas of:

A.	Consumer Economics	D.	Health
B.	Community Resources	E.	Occupational Knowledge
C.	Government & Law	F.	Technology

4. They must evidence **maturity and an ability to work independently** as well as an ability to keep appointments/workshops that will be scheduled at MCC
5. Be at least **22** years of age. Our GED Program is open to younger students

Selection Criteria (Students will be selected based onthe following)

A.	Test Results	D.	Interview Results
B.	Evidence of Motivation	E.	Overall Maturity
* C.	Personal Schedule		

*Students need to have the time available to research and complete competencies

THE SCHOOL DISTRICT OF PHILADELPHIA
JOHN F. KENNEDY CENTER
734 SCHUYLKILL AVENUE
PHILADELPHIA, PENNSYLVANIA 19146-2397

OFFICE OF EDUCATION FOR EMPLOYMENT

TELEPHONE (215) 875-5829
FAX (215) 875-5740

July 1, 1997

Cheryl . Keenan
Bureau of Adult Basic and Literacy Education
Pennsylvania Department of Education
333 Market Street, 12th Floor
Harrisburg, PA 17126-0333

Dear Ms. Keenan:

The School District of Philadelphia's Office of Education for Employment is fully committed to collaborating with Metropolitan Career Center (MCC) in developing and piloting the Philadelphia Alternative Diploma Project during Fiscal Year 1997-1998.

Although the School District offers a diploma through its Standard Evening Program, that path is not suited to the needs of many adults, especially those who fall far short of the number of credits needed to graduate. For that reason, the Office of Education for Employment solicited Metropolitan Career Center as a partner in this demonstration project. The agency, with its record of excellence in the field of adult education, has the experience and expertise needed to develop a program that meets the needs of adults who are prepared to participate in an intensive program that will result in a School District diploma.

The Philadelphia Alternative Diploma Project with its emphasis on computer literacy and the life skills needed for the 1990's, will serve as a model for education programs throughout the state. During the past year, we have met with and worked with the appropriate individuals at MCC to ensure that a slate of competencies were developed which also addressed the priorities in the School District of Philadelphia. After having reviewed and approved the developed competencies, The School District is committed to granting diplomas to those students who fulfill the necessary requirements in the Alternative Diploma Program.

We applaud the Bureau of Adult and Literacy Education for making alternative diploma programs a priority for special experimental demonstration projects, and we urge you to continue to give the Philadelphia Alternative Diploma Project your full support.

Sincerely,

Larry Ahlloff
Program Specialist
Office of Education for Employment

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METROPOLITAN
CAREER
CENTER

Shaping Skills That Last A Lifetime

CONTACT : Doris Kensey-Chandler/Harriet Lott (215) 843-6615

Press Release: FOR IMMEDIATE RELEASE

MCC OFFERS NON-TUITION

BASIC SKILLS FOR WORK AND GED PROGRAMS

1996 **The Metropolitan Career Center (MCC)**, a non-profit educational and training program for adults located at 162 West. Chelten Avenue in Germantown is recruiting for its winter 1996 **LINK, LINK GED, and EXTERNAL DIPLOMA PROGRAM CLASSES**

If you are a low income, Philadelphia resident, 18 years of age or older, who wants to get **computer skills in addition to solid basic skills to move directly into employment** or training, prepare for the GED, or trade in your GED for a High School Diploma, LINK may be your ticket to success.

The new LINK is designed to give students the tools necessary to obtain employment in a short period of time. While still teaching basic skills, emphasis is placed on gaining solid computer skills and becoming job ready. LINK GED still has the goal of instructing in all 5 areas in addition to providing individualized instruction on the computer in GED subjects.

The **External Diploma Program** is a new program designed to work with a selected group of students to actually qualify to get their High School Diploma.

All programs are non-tuition programs and offer job placement and next step training assistance. For testing information, **motivated** applicants should contact MCC at (215) 843-7023, as soon as possible to get scheduled for a LINK Tuesday testing. **Classes start the third week in November.**

162 West Chelten Avenue Philadelphia, Pennsylvania 19144 215.843.6615 fax: 215.843.7661

METROPOLITAN CAREER CENTER
ALTERNATIVE DIPLOMA PROGRAM

COMPETENCIES

Consumer Economics

1. All students use numbers, number systems and equivalent forms (including numbers, words, objects and graphs) to represent theoretical and practical situations.

   A. Determine volume of rooms in selected problems.
   B. From a selected list find the cost per ounce of various items.

2. All students compute, measure and estimate to solve theoretical and practical problems using appropriate tools, including modern technology such as calculators and computers.

   A. Use a calculator to interpret pay stub deductions.
   B. Use a calculator to compare the pay rates of two comparable jobs for regular time and overtime.
   C. Use a calculator to compute a new base salary and overtime.
   D. Locate an article concerning the computer and write a paragraph concerning the impact of the computer on our society.

3. All students apply the concepts of patterns, functions and relations to solve theoretical and practical problems.

   A. Correctly complete a sample check.
   B. Correctly compute a balance from a sample bank statement.

4. All students formulate and solve problems and communicate mathematical processes used and the reasons for them.

   A. In relation to Consumer Economics and mathematics define the following: interest, loan, bank account, income, net, inflation, budget, and gross.
   B. Solve a set of common mathematical problems.

5. All students understand and apply basic concepts of algebra, geometry, probability and statistics to solve theoretical and practical problems.

   A. Understand the advantages and disadvantages of credit buying by recognizing and computing interest rates from various types of credit sources.
   B. Compute the additional finance charges to be considered in the purchase of a house or an automobile.
   C. Demonstrate a practical use of geometry by solving a set of problems.

6. All students evaluate, infer and draw appropriate conclusions from charts, tables, and graphs, showing the relationships between data and real-world situations.

   A. From selected types of advertisement provide examples of hidden costs.
   B. Find a graph and explain the various aspects of the graph.

7. All students make decisions and predictions based upon the collection, organization, analysis and interpretation of statistical data and the application of probability.

   A. Research the purchase of at least two "big-ticket" items and read and react in writing to the warranty claims.
   B. To gain specific product knowledge, discuss service contract information with the salesperson.
   C. Determine if the extended warranty offered on these items is a prudent purchase.

8. All students demonstrate their knowledge of principles of consumer behavior as a foundation for managing available resources to provide for personal and family needs.

   A. Understand a personal budget and learn quantity versus quality by doing comparison shopping at three different stores for five selected items.
   B. In three different stores compare three cheaper cuts of meat as to quality and price.

Community Resources

1. All students use effective research and information management skills, including locating primary and secondary sources of information with traditional and emerging library technologies.

   A. List all of the libraries located within your neighborhood.
   B. Obtain a library card from a library within your county.
   C. List services provided by a library within your county.
   D. Know hours of operation and the head librarian.

2. All students read and use a variety of methods to make sense of various kinds of complex texts.

   A. Select one emergency facility within your community and review its stated function, list its major sources of revenue, and write a short statement discussing its major services provided.

3. All students respond orally and in writing to information and ideas gained by reading narrative and informational texts and use the information and ideas to make decisions and solve problems.

   A. Select one public health or welfare agency within your county and after gaining sufficient information about this agency, LIST five services offered which benefit your community.

B. Select a church/place of worship within your community and after gaining sufficient information about this church/place of worship be able to discuss its function as it relates to your community.
C. Obtain a bus or train schedule and after you have learned how to read it be prepared to demonstrate your ability to get to and from a particular destination.

4. All students write for a variety of purposes, including to narrate, inform, and persuade, in all subject areas.

A. In a well-developed paragraph discuss your expectation for the community in which you live. Please discuss your expectations in regard to moral and educational values.

5. All students analyze and make critical judgments about different forms of communication, separating fact from opinion, recognizing propaganda, stereotypes and statements of bias, recognizing inconsistencies and addressing the validity of evidence.

A. Read at least two articles written for the editorial page on a subject of your choice. In short answers be able to identify the subject and present your opinion based on the information provided.

6. All students listen to and understand complex oral messages and identify their purpose, structure and use.

A. View a local nightly news broadcast and determine an issue that directly relates to Philadelphia or the Delaware Valley. From your notes present a summary of the material as presented in the newscast.
B. Role play the ordering of a specific item on the telephone.

7. All students compose and make oral presentations for each academic area of study that are designed to persuade, inform or describe.

A. This assignment cannot be accepted until all materials in your Community Resource section have been completed. You will write a one paragraph paper of at least 75 words based on the three things you have learned from completion of this section of the Alternative Diploma Program. In addition, you must present an oral summary of your writing.
B. Complete the following chart in which you will name five culturally rich places in Philadelphia, tell location, hours of operation, and benefit to you and your family.

Government and Law

1. All students demonstrate an understanding of major events, cultures, groups and individuals in the historical development of Pennsylvania, the United States, and other nations, and describe themes and patterns of historical development.

A. List five basic rights found in the Bill of Rights of the United States Constitution and list at least one limitation of each of these rights. Be prepared to explain your answers.
B. List the rights of an accused person.

2. All students describe the development and operation of economic, political, legal and governmental systems in the United States, assess their own relationship to those systems and compare them to those in other nations.

A. List four responsibilities you may have as a citizen of Philadelphia.
B. List four responsibilities you may have as a citizen of Pennsylvania.
C. List four responsibilities you may have as a citizen of the United States of America.
D. Show proof of voter registration or correctly complete a registration form.
E. List the specific site where you vote.

3. All students will examine and evaluate problems facing citizens in their community, state, nation and the world by incorporating concepts and methods of inquiry of various social sciences.

A. In a short essay discuss one problem that is common to all levels of government.
B. List five educational opportunities provided by your school district in addition to elementary and secondary education.
C. Utilizing the following format, evaluate your school district.
   1) Make an evaluative statement about the school district.
   2) List areas you feel the system is effective.
   3) List areas in need of improvement.
   4) List ways that <u>you</u> could help to improve it.
D. List five ways to become involved in a child's education as it relates to your school district.

4. All students explain basic economic concepts and the development and operation of the economic systems in the United States and other nations, and make informed decisions about economic issues.

A. List ten examples of taxable income and five types of tax deductions for federal income tax purposes.
B. Using a specific problem, complete a 1040EZ income tax form.

5. All students demonstrate their skills of communicating, negotiating, and cooperating with others.

A. Using a personal problem or concern, contact (personally, phone, or write) the proper local or county agency for resolution.
B. Write a letter to your state legislator about a concern, opinion, or problem.
C. Write a letter to your congressman or U.S. senator about a concern, opinion, or problem.

6. All students will demonstrate that they can work effectively with others.

7. All students will demonstrate knowledge of how laws are created on the local, state, and federal level.

   A. Describe the process for a bill becoming a law in the United States Congress.
   B. Create a chart reflecting the structure of Philadelphia's city government and be able to explain the duties of five people.

8. All students develop and defend a position on current issues confronting the United States and other nations, conducting research, analyzing alternatives, organizing evidence and arguments, and making oral presentations.

   A. After reading a current events issues of either *Time, Newsweek*, or *U.S. News and World Report*, make oral presentations.

9. All students will demonstrate an understanding of themes and patterns of geography and the location of major bodies of water, land masses and nations.

   A. Students will produce a map that identifies the following continents and oceans.
      1) selected bodies of water (the Great Lakes and rivers in North America)
      2) the location of five world capitals
      3) the location of the state capital of Maine, Florida, Iowa, California and Washington

10. All students think critically to generate potential solutions to environmental issues.

    A. Students will list environmental issues that relate to their lives and will select one of these issues on the list to be explained orally.

11. All students will evaluate the implications of finite natural resources and the need for conservation, sustainable agricultural development and stewardship of the environment.

    A. Students will prepare a brief statement on the consequences of not conserving finite resources.
    B. Students will list five steps that can be taken by individuals to demonstrate their individual responsibility to conserve natural resources.

Health

1. All students develop knowledge of injury prevention and treatment and the ability to respond appropriately in emergency situations.

   A. Be able to recognize and treat the symptoms of shock.
   B. Be able to identify the two types of bleeding and how to effectively stop the flow of blood from both an artery and vein.
   C. Demonstrate knowledge of poisoning prevention and treatment.

D. List the functions and location of ten major organs.
E. List ten different medical specialities. Example: Pediatrics is the study of the treatment of children.

2. All students recognize and demonstrate the ability to apply dietary guidelines to meet nutritional needs at various stages of life.

A. List and explain at least seven vitamins and their relationship to good general health. Example: Vitamin A is needed for . . . ."
B. Explain the importance of proper diet to good general health. (Create a food pyramid.)
1) Creating a food pyramid, list the food groups which should be eaten daily.
C. Compile a list of eight common food additives and explain their role in food safety.
D. Do a nutritional sample menu for a day.

3. All students demonstrate their knowledge of the benefits associated with physical fitness and good personal habits, including promotion of disease prevention.

A. Explain the relationship of excess weight and its detriment to good health.
B. Explain how and why the heart and blood pressure are adversely affected by excess weight.
C. List and explain at least three virus-caused disease.
D. List four sexually transmitted diseases, and explain the basic measure of prevention and treatment for each.
E. List four ways that AIDS can be transmitted.
F. List and describe five mental and emotional disorders.
Example: "Paranoia is. . . ."
G. Demonstrate an understanding of self-destructive behavior and discuss possible causes and prevention and/ or coping skills.

4. All students identify the advantages of avoiding and developing the skills to avoid tobacco, alcohol, and substance abuse.

A. List at least five of the chemicals present in cigarette smoke.
B. Explain the effects of cigarette smoking on the lungs and heart.
C. Explain the danger and effects to the unborn by mothers who smoke during pregnancy.
D. Explain the cause and effect relationship of smoking and blood pressure.
E. Explain the danger of substance abuse from the use of marijuana, cocaine, and heroin.
F. What is a 12 step treatment program? Name and explain.
G. What is the blood alcohol level at which you are considered impaired to drive?
H. Name and give addresses of three places where people with drug and alcohol problems can turn.

5. All students demonstrate individual development in motor fitness and physical fitness, including aerobic fitness and skills in lifetime sports and outdoor activities to promote lifelong physical activity.

   A. In a short answer describe how physical activity can improve the quality of life.
   B. How do you determine your target heart rate?

6. All students demonstrate their knowledge of basic child health and child care skills.

   A. Write a paragraph discussing the three advantages for learning to swim at an early age.
   B. List three diseases most common to children and discuss their treatment.
   C. List of stages of child development and the characteristics of each stage.

7. All students demonstrate knowledge of cancer prevention and early detention.

   A. List the seven danger signals of cancer.
   B. Compile a list of eight vocabulary words dealing with cancer and its treatment. This would include such terms a benign, malignant, etc. Explain each term.
   C. Know five basic facts of cancer prevention.
   D. Find out when women should have their first mammogram. What schedule should be followed after the first visit, and what women fall into "high risk" categories?
   E. List at least one "free" facility where a woman could go to get a mammogram if she didn't have resources.

Occupational Knowledge

1. All students explore the multiple purposes of work and the range of career options, including entrepreneurship, and relate them to their individual interests, aptitudes, skills and work-related values.

   A. Complete chart #1 to demonstrate your knowledge of diverse sources of job information and possible employment opportunities. Write a short paragraph discussing which you feel is the most important.
   B. Complete chart #2 by researching four different occupations.
   C. Complete chart #3, and be able to recognize the differences between state, private, and temporary employment agencies.
   D. Using the VICS or any other search system, explore at least one module (career or college). Produce your printed results for review. (These systems are located in you local high school, library, or employment bureau.)
   E. Research a union. List the benefits and liabilities in belonging to one and find out what your obligations to a union are.

2. All students assess how changes in society, technology, government and the economy affect individuals and their careers and require them to continue learning.

A. Describe in detail at least six attributes and skills that may lead to promotion in the workplace.
B. List 10 major obstacles to success in employment.
C. Write a paragraph on how computers and technology have changed either your present job or the world in general. (Please use specific details for support.)
D. Using the "Occupational Outlook Handbook", list four areas for employment that are predicted to increase and four areas of employment that are predicted to decline through the year 2005.
E. List the efforts you have made over the last three years to upgrade your knowledge and skills in an attempt to remain competitive in the job market. Write a short statement on why you feel it has been important for you to do so.
F. Complete chart #4 listing at least four agencies that assist "non-traditional" adult students to either return to school or receive additional job training.

3. All students understand and demonstrate the importance of relating their academic and vocational skills (for example, interviewing, creative thinking, decision making, problem solving, understanding and giving written and oral instructions) to their ability to seek, obtain, maintain and change jobs.

A. Demonstrate your ability to read and interpret a want ad from your local paper by attaching the ad to a well written paragraph which includes:
   1) a description of the job.
   2) what the qualifications are.
   3) what you would do to pursue this job.
B. Use correct business letter format to request an interview for "A".
C. Complete a job application in full.
D. Write a resume of your employment history, education, and skills which would be presentable to a employer. Any format is permissible. Your local library is a good resource for this.
E. Write a follow-up letter to a job application that has not been acknowledged. Discuss in a short paragraph why this is important to do.
F. Write a follow-up letter to a fictional job interview. Why is this form of "thank you" an important step in the job search process?
G. Complete chart #5 on proper behavior in employment.
H. Write a well written paragraph on the advantages and disadvantages of part-time versus full-time employment.
I. List and describe in detail the steps you would take to find or change employment. (List at least eight steps.)
J. Discuss in paragraph form the interview process. Address such topics as proper dress, attitude and preparation.
K. Write 10 possible questions that might be asked in an interview and write out an answer for each.
L. Create a scenario in which there is a conflict at work involving you and a co-worker. Tell what steps you would take in the conflict to remain "professional".

M. Create a scenario in which you have a conflict with your employer. Describe how you would handle it to keep from losing your job and still be perceived as a "professional".

Global Studies

1. All students relate various works from the visual and performing arts and literature to the historical and cultural context within which they were created.

A. Students will research one historical period of art and will produce a collage that demonstrates their knowledge of this period.

2. All students produce, perform or exhibit their work in the visual arts, music, dance, or theater, and describe the meanings their work has for them.

A. Students will view an instructor approved historical film like the ones listed below and will complete a response journal to describe their feelings as they view the materials presented by the director of the film.

*Amadeus
*Dances with Wolves
*Mutiny on the Bounty
*Tora, Tora, Tora
*Mississippi Burning
*All the President's Men
*Julius Caesar
*Citizen Kane
*Little Big Man
*Glory
*Grapes of Wrath
*Dr. Strangelove
*Apocalypse Now
*The Ten Commandments
*Brave Heart
*Gettysburg
*The Ghost of Mississippi
*Othello

3. All students evaluate and respond critically to work from the visual and performing arts and literature of various individuals and cultures, showing that they understand important features of the work.

A. Once given a specific piece of literature, the students demonstrate their basic knowledge of the elements by describing plot, setting, and character.

4. All students will demonstrate an understanding of the history and nature of prejudice and relate their knowledge to current issues facing communities, the United States and other nations.

A. In a paragraph the students will identify prejudice on either the local, state, national, or international level and will provide some type of viable solution to the problem.
B. Have conversation/lunch or dinner with someone from another culture or ethnic group. Find out how they perceive your culture, their experience in this country and if they feel they or their culture has been the victim of prejudice, racism, or discrimination in any form.

5. All students understand and describe the components of ecological systems and their functions.
   A. In good paragraph structure briefly explain how an ecological system functions.

Writing Seminar

1. All students describe the meanings they find in various works from the visual and performing arts and literature on the basis of aesthetic understanding of the art form. (Completed as part of the writing seminar.)

   A. Given a specific work of art and an aesthetic understanding of the art form the student will describe in writing the meaning of the work.

2. All students demonstrate leadership skills and the ability to work cooperatively in team sports or other developmentally appropriate group activities. (Completed during the writing seminar.)

   A. All students will perform at least one hour of community service in a group setting and evaluate the results of the activity in a well developed paragraph.
   B. All students will demonstrate cooperative learning in a group setting.

3. All students will exchange age appropriate information orally, including understanding and giving spoken instructions, asking and answering questions appropriately and promoting effective group communications. (Completed as part of the writing seminar.)

   A. Given a set of oral instructions, students will complete the tasks independently.
   B. Select a topic of interest and do a five-minute oral presentation which includes an opening, supporting details, and a conclusion. Include something visual in your presentation.
   C. Select a partner and either play the role of supporting or opposing a controversial topic. (Your notes should reflect an appropriate amount of research on your topic and validate your point of view.)

Technology Competencies

1. All students will demonstrate a basic level of technological literacy which enables them to understand the impact of technology on society, use the computer as a tool, communicate effectively, think critically and solve problems.

   A. All students will be able to name the basic components of a computer and tell their basic functions.
   B. All student will be able to open files, retrieve data, and save data using the Windows 95 interface.
   C. All students will understand basic word processing (WordPerfect or Word) which includes inputting data, editing, formatting, spell checking, and using the thesaurus. Students will produce:
      1) a business letter

2) a cover letter
3) a one page document

D. Create a simple spreadsheet which reflects a household budget.
E. Produce a one page document which includes a graphic.
F. Use a piece of software to facilitate learning.
G. Research what the INTERNET is and use it to produce information on a select topic.
H. Visit a store which sells computers and write up a mock computer purchase order in which students select:
   1) a CPU and speed
   2) name the brand, store, purchase price
   3) indicate ram, hard drive, CD ROM speed
   4) select a monitor
   5) select a printer
I. Install software

NOTE: 1) Most of the charts can be gotten from the Cumberland Valley School District.
2) Many of the competencies were adapted from Cumberland Valley's set of competencies.

ACADEMIC COMPONENT

The academic component will consist of nine hours a week of instruction for eight weeks. It will be an adaptation of the current LINK basic skills curriculum. Instruction, offered three afternoons a week, will total three hours a week in each of the following subject areas: reading comprehension, writing, and math. Also, there will be 20 hours of computer literacy instruction.

Reading

a. Build a solid foundation in study skills, including listening, processing information, note taking and goal-setting
b. Develop metacognitive awareness, including comprehension monitoring and adjusting reading strategies to suit purpose
c. Employ word-attack strategies, including use of context clues, knowledge of word parts and effective dictionary skills
d. Summarize texts and locate key ideas and supporting details
e. Distinguish between fact and opinion
f. Extract information from charts, graphs and diagrams
g. Organize information into logical sequences
h. Recognize cause and effect relationships
i. Make inferences and draw conclusions
j. Analyze and answer cloze or multiple choice test questions

Writing

a. Recognize parts of speech
b. Construct complete sentences: simple, compound and complex
c. Understand mechanics of punctuation and capitalization
d. Correct commonly misspelled or misused words
e. Develop procedures for expanding personal vocabulary
f. Plan an essay using brainstorming and clustering techniques
g. Draft an essay with a topic sentence, supporting details, and a conclusion
h. Revise an essay based on principles of effective writing

Math

a. Add, subtract, multiply and divide whole numbers
b. Add, subtract, multiply and divide decimals
c. Add, subtract, multiply and divide fractions
d. Add, subtract, multiply and divide percents
e. Apply knowledge of whole numbers, fractions, decimals, and percents to word problems
f. Demonstrate an understanding of standard measurement, the metric system, ratio and proportion
g. Use graphs, statistics and probability in problem-solving
h. Demonstrate an understanding of numeration, including powers, roots an orders of operation
i. Demonstrate an understanding of geometry, including angles, triangles, plane figures, measurement of figures and volume
j. Demonstrate an understanding of algebra, including equation solving, signed numbers, inequalities, factoring and graphing